

LEXINGTON ELEMENTARY

116 Azalea Drive
Lexington, SC 29072

GRADES K-5 Elementary School

ENROLLMENT 1,003 Students

PRINCIPAL John W. Young 803-359-4123

SUPERINTENDENT Dr. Karen C. Woodward 803-951-8363

BOARD CHAIR Ms. Kay P. Coker 803-892-3227

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
13	6	1	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

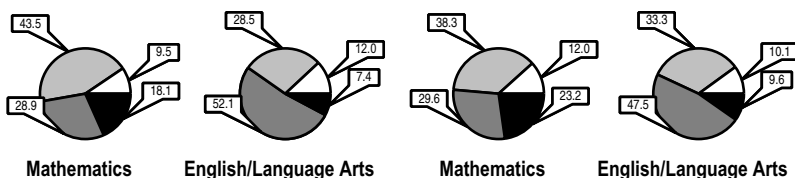
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	507	99.6	11.7	28.5	51.8	8.0	71.1	Yes	Yes
Gender									
Male	253	100.0	14.9	29.5	50.6	5.0	67.6		
Female	254	99.2	8.5	27.5	53.0	11.0	74.6		
Racial/Ethnic Group									
White	438	99.8	8.5	28.0	54.8	8.7	75.4	Yes	Yes
African-American	41	97.6	41.7	25.0	30.6	2.8	41.7	I/S	I/S
Asian/Pacific Islanders	17	100.0	6.3	43.8	43.8	6.3	56.3	I/S	I/S
Hispanic	10	100.0	50.0	30.0	20.0	0.0	30.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	457	99.8	9.5	29.1	53.8	7.6	73.2		
Disabled	50	98.0	34.1	22.7	31.8	11.4	50.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	507	99.6	11.7	28.5	51.8	8.0	71.1		
English Proficiency									
Limited English Proficient	12	100.0	41.7	41.7	16.7	0.0	33.3	I/S	I/S
Non-Limited English Proficient	495	99.6	11.0	28.2	52.7	8.2	72.0		
Socio-Economic Status									
Subsidized meals	88	98.9	30.0	41.3	27.5	1.3	45.0	Yes	Yes
Full-pay meals	418	99.8	8.1	25.9	56.7	9.3	76.3		

Mathematics - State Performance Objective = 15.5%									
All Students	507	99.8	9.4	43.1	28.7	18.8	66.5	Yes	Yes
Gender									
Male	253	100.0	8.3	44.4	30.3	17.0	66.0		
Female	254	99.6	10.5	41.8	27.0	20.7	67.1		
Racial/Ethnic Group									
White	438	99.8	6.5	43.2	30.0	20.3	69.8	Yes	Yes
African-American	41	100.0	27.0	48.6	16.2	8.1	43.2	I/S	I/S
Asian/Pacific Islander	17	100.0	6.3	37.5	37.5	18.8	68.8	I/S	I/S
Hispanic	10	100.0	60.0	30.0	10.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	457	100.0	7.6	43.3	30.2	18.9	68.9		
Disabled	50	98.0	27.3	40.9	13.6	18.2	43.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	507	99.8	9.4	43.1	28.7	18.8	66.5		
English Proficiency									
Limited English Proficient	12	100.0	50.0	41.7	8.3	0.0	16.7	I/S	I/S
Non-Limited English Proficient	495	99.8	8.4	43.1	29.2	19.3	67.8		
Socio-Economic Status									
Subsidized meals	88	100.0	28.4	48.1	13.6	9.9	38.3	Yes	Yes
Full-pay meals	418	99.8	5.5	42.1	31.7	20.7	72.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	162	100.0	12.8	31.8	52.0	3.4	55.4
	Grade 4	154	100.0	10.3	26.7	54.1	8.9	63.0
	Grade 5	158	100.0	12.2	46.6	39.9	1.4	41.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	179	100.0	8.0	22.7	58.0	11.4	69.3
	Grade 4	173	98.8	11.8	21.9	58.6	7.7	66.3
	Grade 5	155	100.0	15.7	45.8	35.9	2.6	38.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	162	100.0	11.5	41.9	33.8	12.8	46.6
	Grade 4	154	100.0	7.5	44.5	30.1	17.8	47.9
	Grade 5	158	100.0	9.5	44.6	32.4	13.5	45.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	179	100.0	9.1	57.4	24.4	9.1	33.5
	Grade 4	173	99.4	10.0	37.1	31.8	21.2	52.9
	Grade 5	155	100.0	9.2	38.6	29.4	22.9	52.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 1,003)				
First graders who attended full-day kindergarten	100.0%	N/C	97.6%	100.0%
Retention rate	1.5%	Down from 2.3%	1.6%	2.7%
Attendance rate	96.5%	Up from 96.0%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.2%		1.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.4%		2.0%	3.5%
Eligible for gifted and talented	28.7%	Down from 34.0%	33.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.1%	Up from 3.8%	5.6%	8.2%
Older than usual for grade	0.2%	No change	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%

Teachers (n= 65)				
Teachers with advanced degrees	60.0%	Down from 64.6%	59.4%	51.4%
Continuing contract teachers	90.8%	No change	90.7%	87.5%
Highly qualified teachers**	94.3%	N/A	94.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	91.1%	Up from 88.3%	89.3%	86.7%
Teacher attendance rate	96.1%	Up from 96.0%	95.3%	94.9%
Average teacher salary	\$42,772	Down 0.9%	\$43,613	\$40,760
Prof. development days/teacher	9.6 days	Down from 10.8 days	11.4 days	12.4 days

School				
Principal's years at school	11.0	Up from 10.0	6.5	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 21.4 to 1	20.2 to 1	18.9 to 1
Prime instructional time	91.6%	Up from 91.3%	91.2%	90.0%
Dollars spent per pupil*	\$5,771	Down 2.0%	\$6,022	\$6,044
Percent of expenditures for teacher salaries*	67.0%	Down from 70.1%	68.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.3%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parent/Guardian:

This past year was an exciting year for Lexington Elementary School and we are very proud of our accomplishments. We received the Palmetto Gold Award for student achievement based on our Palmetto Achievement Challenge Tests scores and an "Excellent" Absolute Rating on our School Report Card. We also received a "Met Adequate Yearly Progress" label when we met all 21 NCLB objectives for our school.

Our School Improvement Council members nominated our school for the Red Carpet Schools award and although we were not selected we will continue our efforts into the 2004-2005 school year. The Council also organized a Legislative Forum to hear the views of our legislators on the need for adequate funding for schools.

Our Measures of Academic Progress or MAP tests data showed that LES is a High Performance School. We will continue working toward annual improvement. Seventy percent of our first grade students achieved on or above grade level status at the end of the year. We also received a grant from the American Legion to produce a videotape library of stories of American war veterans. Our Mathematics Coach received a Michelin Golden Apple grant and planned three "Parent Math Nights" during the year to advance parent understanding of mathematics instruction. Our Literacy Coach also continued to offer ideas and strategies for best practices in literacy instruction.

Our movement and advancement with technology was commendable. With the help of our Technology Integration Specialist, we increased the percentage of teachers passing the district's Technology Competency Test from 34% at the opening of school to 78% at the end of the year. We purchased handheld devices for all of our teachers in grades 1, 2 and 3. We trained them to use the handheld devices to complete Running Records and they used them to gather immediate and comprehensive assessment data of students' reading performance. The results were used to drive instruction and to meet the literacy needs of the students. In the fall, our teachers gathered samples of instructional materials for Curriculum Calibration. The results confirmed that instructional materials/activities are closely aligned with standards at each grade.

Our PTA conducted a successful fund-raiser and purchased two laser printers, a classroom set of Palm handheld computers, a Palm handheld charger, headphones for computers, a Keyless door pad to increase security for the fifth grade building, six televisions and library books for LES. They also paid for all field trips, gave all teachers \$150 for classroom materials and awarded 15 \$200 teacher grants for a total of \$3,000.

Our focus for next year is to: continue our participation in the SC Reading Initiative, analyze data to make instructional decisions, continually emphasize the integration of technology into curriculum, continue helping parents improve their children's mathematics performance, and find an effective means of scheduling elementary programs. We look forward to continued growth in the coming year.

Mary Walters, Principal

Lea Mangum, Chair, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	143	69
Percent satisfied with learning environment	94.3%	92.1%	94.1%
Percent satisfied with social and physical environment	81.1%	87.1%	85.3%
Percent satisfied with home-school relations	89.2%	92.0%	83.8%

*Only students at the highest elementary school grade level at this school and their parents were included.